




Ken Wagner, Ph.D.
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Enclosure 5a2
January 14, 2019

January 14, 2019

TO: Members of the Council on Elementary and Secondary Education
FROM: Ken Wagner, Ph.D., Commissioner 
RE: **Segue Institute for Learning – Charter Renewal**

RECOMMENDATION:

THAT, the Council on Elementary and Secondary Education move to renew the charter of Segue Institute for Learning for 5 years, for the term beginning with school year 2019-20 expiring at the end of school year 2023-24.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Commissioner's Recommendation Overview: including an overview of the charter.
- RIDE's Renewal Report: containing detailed information regarding the performance of the charter and findings as a result of the renewal site visit.
- Charter's Response: including additional information and context provided independently by the charter in regards to the renewal recommendation and report.
- Annual Performance Dashboards: containing detail on performance ratings for each school and each year of the charter's term.



Segue Institute for Learning

Overview of Commissioner's Charter Renewal Recommendation

Recommendation: 5-Year Renewal

Renewal Recommendation Overview:

Summary of Recommendation	
Recommended Action:	The Commissioner recommends that the Council on Elementary and Secondary Education move to <u>renew</u> the charter of Segue Institute for Learning for <u>5 years</u>.
Recommended Charter Term:	From SY2019-20 through SY2023-24
Recommendation Key Points:	<ul style="list-style-type: none"> Over the course of this term, the school has improved its academic achievement, and fostered a strong school culture. Starting with 2018-19, the school is reconfiguring, adding grades 3-5 while maintaining a maximum total enrollment of 240 students. The school met school performance expectations in the most recent year, receiving a 3-star rating on the statewide accountability system, primarily due to student growth. The school earned 3 points (out of 3) for growth in both ELA (growth index of 1.32 out of 2) and Math (growth index of 1.13 out of 2). The school's results in overall proficiency and EL language attainment on the statewide accountability system are mixed. The school earned 1 point (out of 4) for Math achievement (13% proficient) and 2 points for ELA (27% proficient). The school earned 2 ELP points (out of 4), its ELP index score was 78 (out of 110), with 50% of ELs meeting the progress target. The school has set school-specific organizational goals focused on continuous improvement of school culture and climate. The school has met or exceeded each of its school-specific organizational goals in the first year. However, improvement can be made the board's academic progress monitoring including setting and evaluating quantifiable, school-wide academic achievement goals.

Charter Overview:

Current Charter Overview			
Charter Type	Independent	2017-18 Grades Served	6-8
School-Year Opened	2009-10	2017-18 Enrollment	238
Current Charter Term	2014/15 – 2018/19	Authorized Enrollment	240 (grades 3-8)
Enrolling Communities	Central Falls	Location(s)	Central Falls



Segue Institute for Learning

Overview of Commissioner's Charter Renewal Recommendation

Recommendation: 5-Year Renewal

School Mission and Model	
School Mission:	"The mission of the Segue Institute for Learning is to foster a community where students take ownership of their education. Segue scholars receive a rigorous academic experience that prepares them to excel in the high school and eventual college setting of their choice. At Segue, we believe that all of our students are AT PROMISE, versus being labeled At Risk. The Segue Institute for Learning is a safe and nurturing environment which promotes diversity, encourages individual growth and allows students to view themselves as citizens of change in their homes and community."
School Model:	<p>The school's model employs a standards-based grading system that is aligned to statewide standards as well as blended learning elements to support differentiated instruction. Segue also prioritizes family and community engagement by offering ESL and continuing education classes and workshops to families, as well as a food pantry. Families sign a student-family-school compact that ensures expectations are clearly understood.</p> <p>In the fall of 2018, Segue began a grade reconfiguration and addition. The school will maintain 240 total students, but add grades backward starting with grade 5 and completing with grades 3-8.</p>

Overview of Charter Performance Ratings:

The following table depicts the charter's performance according to the Charter Performance Review System. For more detail on performance ratings, please see the charter's renewal report and annual performance dashboards.

Segue Institute for Learning					
Indicators		SY14-15	SY15-16	SY16-17	SY17-18
Academic	(1A) School Performance	NR	M	M	M
	(1B) School Comparison	-	NR	NR	NR
Sustainability	(1) Financial	-	M	M	M
	(2) Organizational	-	M	M	M
	(3) Compliance	-	M	M	M
Renewal Process Tier		Tier 2. Standard Renewal Process			
Updated Tier Designation		Tier 2			

Ratings Key			
E	Exceeds Expectations	DNM	Does Not Meet Expectations
M	Meets Expectations	NR	Not Rated
A	Approaches Expectations	NA	Not Applicable

Segue Institute for Learning

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ABOUT THIS REPORT

In 2015, RIDE embarked on a process to revise the existing charter performance framework based on lessons learned over 5 years of implementation and alignment to national best practice. The updated [Charter School Performance Review System](#) was created in collaboration with a committee of charter school practitioners and the National Association of Charter School Authorizers. The purpose of the revision was to increase transparency of charter performance review, provide clarity on charter's performance annually, and ensure consistency of decisions that prioritize the school's academic performance. The 2016-17 school year was the first year of implementation, and all charter schools received 2015-16 performance ratings applied retroactively to initiate the new performance framework.

This report comprises performance ratings for the previous three years of the charter's term (2015-16, 2016-17 and 2017-18). The 2014-15 school year, the first year of the current charter term, is not rated due to the transition of both the charter performance review system and the statewide assessment. Performance ratings utilize data from school-generated annual reports and other RIDE monitoring results. As part of the renewal process, RIDE provided initial renewal tier designations, based off the two most recent years of available data, to inform the renewal process. The final tier designation is updated based on results from the 2017-18 school year.

Segue Institute for Learning initially received a "Tier 2" designation and followed a standard renewal process. The renewal site visit was conducted over one full day in late-May 2018. To prepare for the site visit, the team, comprised of RIDE staff from the Office of College and Career Readiness, reviewed the charter's performance reports to date, the charter's renewal application, and programmatic and organizational documentation submitted by the school. The site visit consisted of classroom observations and interviews with the charter school board, all members of the school's leadership team, student support team, parents and students. The site visit is an integral part of the team's ability to corroborate information provided by the charter school, follow up on areas of the school's operations that are not meeting performance expectations and ensure the team has gathered information to help determine performance ratings for the Organizational and Compliance Indicators.

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CHARTER OVERVIEW

Segue Institute for Learning (Segue) is an independent charter school serving students from Central Falls. Segue opened in the fall of 2009, to serve students from Central Falls in grades 6-8. In the fall of 2018, Segue will begin a grade reconfiguration, maintain 240 total students, but adding grades backward starting with grade 5. Once complete, Segue will serve up to 240 students from Central Falls in grades 3-8. A 13-member board consisting of two co-chairs and four sub-committees (finance, nominations/governance, personnel, and academics) currently governs Segue.

The school's model employs a standards-based grading system that is aligned to statewide standards as well as blended learning elements to support differentiated instruction. Segue also prioritizes family and community engagement by offering ESL and continuing education classes and workshops to families, as well as a food pantry. Families sign a student-family-school compact that ensures expectations are clearly understood.

The mission of Segue is as follows: *"The mission of the Segue Institute for Learning is to foster a community where students take ownership of their education. Segue scholars receive a rigorous academic experience that prepares them to excel in the high school and eventual college setting of their choice. At Segue, we believe that all of our students are AT PROMISE, versus being labeled At Risk. The Segue Institute for Learning is a safe and nurturing environment which promotes diversity, encourages individual growth and allows students to view themselves as citizens of change in their homes and community."*

Enrollment Demographic Information

Descriptive demographics are based on October enrollment data reported to RIDE by the charter school and reported publicly on InfoWorks.

	2014/15	2015/16	2016/17	2017/18
Total Enrollment	240	238	238	238
Free/Reduced Lunch Eligibility	89%	92%	86%	89%
Students Receiving Special Education Services	15%	12%	10%	16%
Students Receiving ESL Services	16%	16%	16%	19%
Multiracial	0%	0%	0%	0%
African-American	5%	6%	7%	6%
Latino/Hispanic	88%	90%	90%	87%
Native American	0%	0%	0%	0%
Asian	0%	0%	0%	0%
White/Caucasian	6%	3%	3%	8%

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PERFORMANCE OVERVIEW

Segue received a “Tier 2” final tier designation for the renewal process due to meeting expectations on all indicators in the most recent year. Segue initially received a Tier 2 designation based on the two most recent years of available data for the academic and sustainability indicators.

In school years 2015-16 and 2016-17, the charter met expectations for each overall indicator. In 2017-18 the school met expectations in School Performance because it received a 3-star rating on the statewide accountability system. In all school years, the charter met expectations overall for financial performance, organizational performance and compliance, except for organizational criterion 2.5 board and leadership quality in 2017-18. Additional context for each indicator and criteria rating is included in this report.

Each indicator’s specific criteria ratings inform an overall indicator rating. Each charter receives a detailed annual performance report that identifies ratings for each individual criteria and overall indicators. These performance reports accompany the renewal report.

Indicators		SY14-15	SY15-16	SY16-17	SY17-18
Academic	(1A) School Performance	NR	M	M	M
	(1B) School Comparison	-	NR	NR	NR
Sustainability	(1) Financial	-	M	M	M
	(2) Organizational	-	M	M	M
	(3) Compliance	-	M	M	M
Renewal Process Tier		Tier 2. Standard Renewal Process			
Updated Tier Designation		Tier 2			

Ratings Key			
E	Exceeds Expectations	DNM	Does Not Meet Expectations
M	Meets Expectations	NR	Not Rated
A	Approaches Expectations	NA	Not Applicable

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PRIMARY INDICATOR: ACADEMIC PERFORMANCE

School Performance			
SY14-15	SY15-16	SY16-17	SY17-18
Not Rated	Meets Expectations	Meets Expectations	Meets Expectations
<p>Summary: Academic data is available for the 2015-16, 2016-17 and 2017-18 school years. With the transition to PARCC, the statewide accountability results for the 2014-15 school year were baseline and are not rated in the charter performance system.</p> <p>The school met expectation in all years and therefore, the School Comparison sub-indicator is not rated. For the 2015-16 and 2016-17 school years, Segue received a CIS score of 53 and 70, commensurate with a “typical” and “leading” level, (respectively) per RIDE’s school classification system under ESEA waiver. In the 2017-18 school year, the school earned 3-stars on the new statewide accountability system under ESSA.</p> <p>Through review of documents, the charter’s renewal application, and on-site interviews, there is evidence that the school utilizes internal academic data and results on the state assessment to evaluate its students’ academic achievement and make changes to curriculum, instruction or interventions to improve student achievement. Segue follows an inclusion model and utilizes a standards-based grading system. The school principal is responsible for monitoring student performance through school’s interim assessment system and state assessment, and classroom data.</p>			

School Comparison			
SY14-15	SY15-16	SY16-17	SY17-18
Not Rated	Not Rated	Not Rated	Not Rated
<p>This sub-indicator is only be rated if the school does not meet expectations of School Performance. The school met expectations in each year for School Performance.</p>			

SUSTAINABILITY INDICATOR 1

Financial Performance			
SY14-15	SY15-16	SY16-17	SY17-18
Not Rated	Meets Expectations	Meets Expectations	Meets Expectations
<p>Summary</p> <p>The charter received an overall “Meets Expectations” annual rating in Financial Performance for each year of its term. Financial ratings are based primarily on the charter’s audit and therefore, financial information lags a year. For example, financial ratings for 2015-16 are based on the charter’s FY15 audit. Due to the transition of the charter performance review system, the 2014-15 school year is not rated.</p> <p>The board’s finance committee is most involved in fiscal oversight of the charter. It meets monthly with the Director of Finance and Operations and reports to the larger board at each monthly meeting. The finance committee works with the Director of Finance and Operations and the Executive Director to set and revise the budget before going to the full board for approval. Additional information regarding financial management can be found in the Compliance Indicator standards 3.20-3.28.</p>			
<i>1.1 Current Ratio</i>	The charter met expectations each year.		
<i>1.2 Unrestricted Days of Cash</i>	The charter met expectations each year.		
<i>1.3 Debt to Asset Ratio</i>	The charter met expectations each year.		
<i>1.4 Total Margin & 3-Year Aggregate Total Margin</i>	The charter met expectations each year.		
<i>1.5 Debt Service Coverage Ratio</i>	2016-17 is the first year that this criterion could be calculated. The charter met expectations in 2016-17. However, in 2017-18, this criterion was not rated as the charter did not have principal or interest payments.		

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SUSTAINABILITY INDICATOR 2

Organizational Performance			
SY14-15	SY15-16	SY16-17	SY17-18
Not Rated	Meets Expectations	Meets Expectations	Meets Expectations
Summary: All annual ratings and each criteria of this indicator have been rated “Meets” or “Exceeds Expectations,” with the exception of criteria 2.5. In 2017-18 criteria 2.5 was rated “Approaches Expectations.” Due to the transition of the charter performance review system, the 2014-15 school year is not rated.			
2.1 Organizational School-Specific Goals	<p>The school set five organizational goals beginning in the 2017-18 school year, based on 2016-17 benchmark data. The goals relate to extended learning and afternoon programming; school climate; family engagement; advisory program; and mindfulness.</p> <p>For 2017-18, the school met its targets to increase student participation in afternoon programming, increase family involvement in events and conferences, increase student satisfaction with the advisory program, and increase emotional regulation for 6th graders. The school exceeded its targets to reduce the total number of negative student behaviors measured by reported infractions, and to decrease reported emotional stress for 6th graders. For more information, refer to the school’s 17-18 performance dashboard.</p>		
2.2 School Environment	<p>The charter met expectations in this criterion in each applicable year.</p> <p>The school’s attendance rate is part of the performance system for the first time in 2016-17 and the charter’s attendance rate was 96.98% greater than the state middle school average of 93.81%. The charter’s attendance rate in 2017-18 was 96.70% greater than the state middle school average of 93.88%. Student retention also met expectations with over 80% of students choosing to return to the school each year.</p> <p>The school utilizes a variety of systems and structures to engage parents and families. A full-time family engagement coordinator manages the programs and works with Segue’s Family Engagement Council. All families are expected to attend parent-teacher conferences three times per year, attend orientation and information nights, individual student meetings, as well as complete a required 10 hours per year of school volunteering. Teachers, Administrators, Parents and Students each sign a Student-Family-School Compact that outlines responsibilities and commitments. The Family Engagement Council meetings monthly and are involved in the school decision making by working with the school principal. Parents are also board members.</p> <p>Segue also offers a variety of programs to support students and families, such as a food pantry, coffee hours, family enrichment and English classes, PowerSchool</p>		

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	<p>Training, and monthly workshops for families to understand their student's experience in the classroom.</p>
<p><i>2.3 Equity and Access</i></p>	<p>Use of attrition data and applicant pool composition were not a factor of this criterion until the 16-17 school year. The charter met expectations each year.</p> <p>The charter's Family Engagement Coordinator works with the school leaders on recruitment, managing the application and lottery processes and reaching out to families who choose to withdraw or not return. Attrition data from withdrawals is shared with and reviewed by the leadership team. All stakeholders shared an understanding of the reasons families choose to leave, and the approximate attrition rate. Though attrition is low, families who choose to leave often are choosing middle school options with a high school, or are moving out of district.</p> <p>The Executive Director manages recruitment with the Family Engagement Coordinator. Recruitment efforts include outreach to local community businesses and programs, social media and word of mouth. Stakeholders noted that the charter primarily relies on word of mouth as sibling preference uses many available seats. The applicant pool shows applicants from Central Falls. Of currently enrolled students, the most recent data published on InfoWorks shows that Central Falls School District, has higher percentages than Segue of students receiving EL services (26% vs 16%) and students receiving special education services (23% vs. 10%). Segue has a higher percentage of students receiving free or reduced price lunch (86% vs. 81%)</p>
<p><i>2.4 Dissemination</i></p>	<p>The 2016-17 school year is the first year this criterion was evaluated. The charter met or exceeded expectations each year. Ongoing and intentional efforts by the charter include an open invitation to local school districts on PD offerings, and hosting an "Each one, Teach one," conference that focuses on sharing quality instructional practices that is open to all and has been attended by traditional and charter LEAs. Additionally, the board, school leadership team and lead teachers confirmed that Segue helped pilot a tuning protocol for accommodations and differentiation in curriculum to meet the needs of English learners. Teachers also noted opportunities to present at local and regional conferences.</p>
<p><i>2.5 Board and Leadership Quality</i></p>	<p>The charter met expectations in 2015-16 and 2016-17 and approached expectations in 2017-18. A 13-member board consisting of two co-chairs and four sub-committees (finance, nominations/governance, personnel, and academics) currently governs Segue. Document review and stakeholder interviews confirm that decisions are centered on the ED providing weekly school level updates to the board and the school leadership team bringing items to the co-chairs for information discussion. The co-chairs determine which items or topics need to be brought to the board or subcommittees for discussion or review. The board noted that it intends to update its bylaws to ensure subcommittees function as "working committees," to review more detailed information and bring updates and items for decision making to the wider board. The teachers and school leadership team follow established communication</p>

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	<p>structures, such as CPT, to bring issues or items up for review by leadership and the board.</p> <p>There is little evidence that the board engages in regular academic progress monitoring, and it is not clear how the board monitors and evaluates whether Segue is meeting established academic goals. The board was unable to describe consistent process for monitoring success in priority areas outside of finance. The board noted that academic goals are not set in quantifiable ways, as they are dependent on the cohort of students in any given year. While the academics sub-committee of the board was established as part of Segue's changes to meet a renewal condition placed under the previous renewal of the charter, it is unclear if the sub-committee maintained itself throughout the current term. Document review shows references to the committee being created 2017-18. Academic sub-committee meeting minutes were provided for 2017-18.</p> <p>The school leadership team developed the Schoolwide Innovations Plan (SIP) that includes goals related to student achievement, school climate, family/community engagement, and extended learning opportunities. Progress monitoring and improvement strategies are reviewed and evaluated at the school administrator level against academic and mission specific areas laid out in the SIP. School-wide academic achievement goals are tied to teacher SLO attainment. School leaders stated they focus on individual student performance goals and intervention grounded in internal interim assessment data. The focus of the most recent school year is closing achievement gaps in math and literacy.</p> <p>The board evaluates the ED who in turn is responsible for evaluating the school leadership team, including the school principal. The board works with the ED to annually review goals and set goals for the upcoming year. The ED provides a mid-year self-reflection to the board. The goals outlined in the SIP are not used to evaluate the ED. The ED's goals include staff management and support, school operations, fundraising and board management.</p>
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SUSTAINABILITY INDICATOR 3

Compliance			
SY14-15	SY15-16	SY16-17	SY17-18
Not Rated	Meets Expectations	Meets Expectations	Meets Expectations

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Summary: Due to the transition of the charter performance review system, the 2014-15 school year is not rated. The charter met expectations in each criterion, each year.

<i>Student Rights</i> (3.1 - 3.5)	Over the course of the term, the charter met expectations for each of the criteria associated with student rights, according to the various RIDE offices responsible for monitoring civil rights, special education, English learners, and Title 1. The charter has submitted the charter school applicant report each year and its lottery process was monitored in the 2017-18 school year.
<i>Employee Management</i> (3.6 - 3.8)	The charter met expectations for each of the criteria associated with employee management to the various RIDE offices responsible for certification and educator evaluation. Human resources procedures are documented in the employee handbook and the board reviews and approves the employee handbook.
<i>Health and Safety</i> (3.9-3.12)	The charter met expectations for each of the criteria associated with health and safety, according to the various RIDE offices responsible for school health services and food service. Safety procedures are documented in the employee handbook, but it not clear how safety procedures are communicated to families. The family handbook provides a behavior policy and addresses bullying. All families sign a student, family, school compact. Staff and students noted the safety procedures and staff responsibilities for students traveling between the main building and the annex building.
<i>Educational Program</i> (3.13-3.16)	<p>The charter met expectations each year. The SIP is aligned to the school's mission. The school utilizes standards-based grading, EL tuning protocol, blended learning and robust parent engagement strategies.</p> <p>The school ensures alignment to standards through the process of creating and revising the standards-based grading system. Rubrics for evaluating performance-based assessments are tied to both content and standards. The SIP team is involved in reviewing curriculum and making recommendations for any changes.</p> <p>Curriculum/standards maps demonstrate alignment and coverage across core content areas and grade levels.</p> <p>The school has submitted all required information via statewide data reporting tools including but not limited to TCS, enrollment and attendance.</p> <p>The charter's school calendar complies with the required length of school day and year.</p>
<i>School Leadership</i> (3.17-3.19)	The charter met expectations in the criteria associated with school leadership each year. The board's bylaws include a committee structure and term limits. The board stated they intent to update their bylaws to further define sub-committee responsibilities. The board files its meeting agendas with the Secretary of State and meetings are open to the public as required by state law. The board also has an adopted conflict of interest policy and complaints policy.

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*Financial
Management (3.20 -
3.28)*

The charter met expectations in the criteria associated with financial management each year. The Director of Finance and Operations is responsible for day-to-day fiscal oversight, business management, human resources, facilities and federal grant management. The board's finance committee meets monthly and reviews accounts payable and receivable documentation in detail with the Director of Finance and Operations. The budget process begins with the Director of Finance and Operations reviewing the previous year's budget, using historical data and input from school leadership, drafts the preliminary budget for the upcoming year. The draft is presented to the finance committee, then the wider board.



Segue Institute for Learning

Where ALL Students are "AT PROMISE"

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Angelo Garcia – Founder / Executive Director

Monday, January 7, 2019

Ms. Paula Barney, Office of Charter Schools
RI Department of Education
255 Westminster Street
Providence, RI 02903

Ms. Barney,

On behalf of the entire Segue community, I wanted to take this opportunity to thank you and your team for your support throughout our renewal process. We couldn't be happier with a clean 5-year recommendation from your office to the Commissioner and Board of Education.

As you can tell by looking at our data, Segue leaders have put a lot of energy and resources into improving our school/district since our last renewal cycle and we continue to strive to become better and stronger for our students, families and staff.

While we are excited with the outcomes that have been a result of hard work, we also know that we are not done yet and commit to maintaining this upward trajectory for future years.

Listed below are our responses to some of the areas mentioned within the renewal report.

Please look and let us know if you have any further questions.

Curriculum - While Segue is pleased with the continued growth demonstrated by its students as measured by the state's standardized tests, we recognized the need to examine our core curriculum in order to bring our students to state-leading proficiency levels in both math and literacy. In the spring of 2018, Segue's academic team attended a RIDE workshop presented by EdReports. The team left the workshop prepared to examine and adopt high-quality instructional materials that would provide the level of rigor and standards-alignment that previous curricula may have lacked. Working through the spring with ELA and math content teams, Segue examined several possible curricula critiqued by EdReports, focusing on rigor, alignment, and supports for diverse learners. As a result, Segue adopted Eureka Math and Expeditionary Learning (ELA) for implementation in grades five through eight beginning in the fall of 2018. Additionally, Segue worked with RIDE education specialists to develop a plan to support teachers through implementation, including plans for collaborative protocols and data analysis. After just over four months of implementation, teachers are reporting an increase in the rigor of lessons and students' deeper understanding of content.

School-specific goals - Segue worked with RIDE staff to develop school-specific goals to be included in our school's Annual Report and Performance Dashboards. While this was optional, Segue found great value in documenting the school's work that often falls outside typical reporting categories. During the

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Segue Institute for Learning is committed to maintaining a work and learning environment free from discrimination based on race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, or call (800) 795-3272 (voice), or (202) 720-6382 (TDD)."

Cowden Street Collaborative, Inc. dba Segue Institute for Learning

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first year of school-specific goals, Segue was able to highlight its work in school culture, family engagement, social-emotional supports, and extended learning opportunities. The results show that Segue met or exceeded each of its targets for the first year. As part of its School Innovations Plan, Segue will be incorporating these school-specific goals and following RIDE's format to revise its academic goals. This work has already begun and is being led by a team of school and community stakeholders.

Dissemination - Segue is always eager to share its best practices, one of those being the collaborative lesson tuning protocol for the support of emerging bilingual students, which has increased achievement levels for Segue's emerging bilingual students. Through the early years of implementation, Segue has shared the tuning protocol with several school representatives. Unfortunately, the practice has not been implemented across schools as Segue and RIDE staff had hoped. Segue's academic team has worked to remedy this issue by developing a professional development workshop for school- and district-based teams. *Supporting Emergent Bilingual Students: Collaborative Practices for Curriculum Development* will be presented by Segue staff on January 24-25, 2018. Segue hopes to attract school- or district-based teams across the state ready to learn about the protocol and resources, observe the protocol facilitated by Segue teachers, and create a plan for implementation.

Board Work - In the summer of 2018, Segue, with the help of a grant from the Rhode Island Foundation, retained Gayle Gifford of Cause and Effect to consult with the school on the development of its board of directors. Although the board had met expectations in the annual review in 2016-17, it only approached expectations in the 2017-18 report. The Executive Director and board leadership felt that it was necessary to work with an independent advisor to build capacity for more systematic and engaged board involvement in the management of the school.

Ms. Gifford has centered her work on the Nominations and Governance Subcommittee, both expanding and refocusing our board's job description, developing a board recruitment plan, and working with counsel on a revised set of bylaws. She has also proved invaluable as a coach to the board chair in matters of procedure and protocol.

The RIDE report for 2017-18 cited a lack of systematic academic progress monitoring, and the board has put that responsibility in the hands of Providence College education professor Anthony Rodriguez, who now chairs the Academic Subcommittee charged with regular reporting to the rest of the board. It is our hope and expectation that all board members going forward will have a consistently clear understanding of students' academic achievement and areas for improvement.

Again, we want to thank you and staff at RIDE for your guidance and support not only throughout this process, but always. It is greatly appreciated and recognized in our community as a partnership that hasn't only gotten better over time.

We look forward to future opportunities for growth and expansion of our incredible school model.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read 'Angelo Garcia', with a stylized flourish at the end.

Angelo Garcia, Founder/Executive Director
Segue Institute for Learning

cc: Segue Renewal Folder 2019

Charter School Annual Performance Report

Segue Institute for Learning 2015-16

Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	A.1 is rated as "Meets" or "Exceeds." AND A.2 is rated as "Meets" or "Does Not Meet."	The school's composite index score was 53 and RIDE did not hold schools accountable to school specific goals in 2015-16.

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Not Rated		Academic Performance: School Comparison is only rated when a school receives a rating of "Approaches" or "Does Not Meet" for the Academic Performance: School Performance Annual Rating.

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations."
<i>1.1 Current Ratio</i>	Meets Expectations	Current ratio is equal to or greater than 1.	Current ratio was 11.24
<i>1.2 Unrestricted Days of Cash</i>	Meets Expectations	School has 60 days or more of unrestricted cash on hand. OR School has between 30 and	Unrestricted cash on hand was 139.18 days.

Charter School Annual Performance Report Segue Institute for Learning 2015-16

		60 days of cash and one-year trend is positive.	
<i>1.3 Debt to Asset Ratio</i>	Meets Expectations	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.23.
<i>1.4 Total Margin & 3-Year Aggregate Total Margin</i>	Meets Expectations	Aggregated three- year total margin is positive and the most recent year total margin is positive.	Aggregated three-year total margin was 0.09 and the most recent year's total margin was 0.07.
<i>1.5 Debt Service Coverage Ratio</i>	Not Rated		Debt Service Coverage Ratio will be reported on beginning in the 16-17 school year.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations."
<i>2.1 Organizational School-Specific Goals</i>	Not Rated		RIDE did not establish school specific goals in academic year 2015-16.
<i>2.2 School Environment</i>	Meets Expectations	The school's attendance rate equal to or greater than the	Family engagement: The school provided assurances of family engagement in the School-Prepared Annual Report.

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		<p>state's average attendance rate as published by RIDE. AND</p> <p>There is evidence that the school regularly engages parents and families. AND at least 80% of students in non-break grades return to school the next year.</p>	<p><i>Student attendance rate and student retention will not be a factor of this indicator until the 16-17 school year.</i></p>
2.3 Equity and Access	Meets Expectations	<p>There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND</p> <p>There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND</p> <p>There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.</p>	<p>Recruitment & Lottery: No outstanding issues were identified. The school provided lottery data; lottery monitoring was not conducted for this review cycle.</p> <p><i>Use of attrition data & applicant pool composition will not be a factor of this indicator until the 16-17 school year.</i></p>
2.4 Dissemination	Not Rated		<p>Dissemination efforts will be reported on beginning in the 16-17 school year.</p>
2.5 Board and	Meets	The board and school leader	Board & School Leader Continuous Improvement: The school

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<i>Leadership Quality</i>	Expectations	engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. AND The board and school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable.	provided assurances of continuous improvement activities in the School-Prepared Annual Report. Board & School Leader Have Systems for Decision-making/Communication: The school provided assurances of decision making and communication systems in the School-Prepared Annual Report. Board Holds School Leader Accountable: The school provided assurances of holding school leader(s) accountable in the School-Prepared Annual Report.
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Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	All criteria associated with Federal law and regulation are rated as "Meets." AND No more than one criteria not associated with state law and regulation is rated as "Does Not Meet."	All criteria of this indicator have been rated "Meets Expectations."

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<i>Student Rights (3.1 - 3.5)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Office for Civil Rights: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>IDEA: No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>Title III (English Language Learners): No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>Title I (High Enrollment Low-Income): No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>Enrollment Procedures: The school used RI Lottery form, submitted charter applicant report and has policies in place for conducting fair and equitable school lottery.</p>
<i>Employee Management (3.6 - 3.8)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Educator Certification: A review of certification compliance identified no outstanding issues.</p> <p>HR Procedures: The school provided assurances of documented employee rights in the employee handbook documents in their School-Prepared Annual Report.</p> <p>Educator Evaluation: A review of educator evaluation compliance identified no outstanding issues.</p>
<i>Health and Safety (3.9-3.12)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Facility Assurances: <i>Facility Assurances will not be a factor of this indicator until the 16-17 school year.</i></p> <p>School Health Services: No outstanding issues were identified in a review of the Annual School Health Report.</p> <p>Food Service: <i>Food Service will not be a factor of this indicator until the 16-17 school year.</i></p> <p>Behavior & Safety Policies: The school provided evidence of behavior and safety policies in the Annual School Health Report.</p>

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<i>Educational Program (3.13-3.16)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Educational Program: The school provided assurances of compliance with state, regulation and charter related educational program requirements in their School-Prepared Annual Report.</p> <p>Curriculum Standards: The school provided assurances that curriculum is aligned to state adopted standards in their School-Prepared Annual Report.</p> <p>Data Reporting: No outstanding issues were identified in educational program related reporting.</p> <p>School Day/Length Policy: The school provided assurances of these policies in their School-Prepared Annual Report.</p>
<i>School Leadership (3.17-3.19)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Open Meetings and Ethics Policy: The school provided assurances of these policies in their School-Prepared Annual Report.</p> <p>Board Bylaws: The school provided assurances of these policies in their School-Prepared Annual Report.</p> <p>Conflict of Interest/Complaint Management: The school provided assurances of these policies in their School-Prepared Annual Report.</p>
<i>Financial Management (3.20 - 3.29)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Annual Budget Submission/ Revisions: School complied with budget submissions.</p> <p>Quarterly Financial Reporting: School complied with Quarterly financial reports.</p> <p>UCOA Reporting : School complied with required UCOA reports and AUP Audit.</p> <p>Annual Financial Audit: The school's audit was unqualified/unmodified and did not identify any significant deficiencies or weaknesses.</p> <p>Single Audit: N/A</p>



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Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	A.1 is rated as "Meets" or "Exceeds." AND A.2 is rated as "Meets" or "Does Not Meet."	The School's composite index score was 70 and RIDE did not hold schools accountable to school specific goals in 2016-17.

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Not Rated		Academic Performance: School Comparison is only rated when a school receives a rating of "Approaches" or "Does Not Meet" for the Academic Performance: School Performance Annual Rating.

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations." Calculations are determined using the results of most recently available audited financial statements. For 2016-17, the ratings reflect the information in the FY16 audit for the organization.
<i>1.1 Current Ratio</i>	Meets Expectations	Current ratio is equal to or greater than 1.	Current ratio was 18.17.
<i>1.2 Unrestricted Days of Cash</i>	Meets Expectations	School has 60 days or more of unrestricted cash on hand. OR School has between 30 and 60 days of cash and one-year	Unrestricted days of cash on hand was 137.67.

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		trend is positive.	
<i>1.3 Debt to Asset Ratio</i>	Meets Expectations	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.04.
<i>1.4 Total Margin & 3-Year Aggregate Total Margin</i>	Meets Expectations	Aggregated three- year total margin is positive and the most recent year total margin is positive.	The most recent year's total margin was 0.11. The three year aggregate margin was 0.127.
<i>1.5 Debt Service Coverage Ratio</i>	Meets Expectations	School's debt service coverage ratio is greater than or equal to 1.1	The debt service coverage ratio was 2.17.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations."
<i>2.1 Organizational School-Specific Goals</i>	Not Rated		School-specific goals were not established in academic year 2016-17.
<i>2.2 School Environment</i>	Meets Expectations	The school's attendance rate equal to or greater than the	Student Attendance: The school's attendance rate was 96.98%, greater than the state middle school average of 93.81%

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		<p>state's average attendance rate as published by RIDE. AND</p> <p>There is evidence that the school regularly engages parents and families. AND</p> <p>At least 80% of students in non-break grades* return to school the next year.</p>	<p>Family engagement: The charter provided assurances of family engagement in the School-Prepared Annual Report.</p> <p>Student Retention: More than 80% of students enrolled at the end of the previous school year were also enrolled at the beginning of the following year.</p>
2.3 Equity and Access	Meets Expectations	<p>There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND</p> <p>There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND</p> <p>There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.</p>	<p>Attrition Data: The charter provided assurances of attrition data analysis in the School-Prepared Annual Report.</p> <p>Recruitment & Lottery: No outstanding issues were identified. The school provided lottery data; lottery monitoring was not conducted for this review cycle.</p> <p>Applicant Pool: The charter's applicant pool as submitted from the CSAR from the March 1, 2017 lottery shows applicants from Central Falls.</p>
2.4 Dissemination	Meets Expectations	<p>There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices</p>	<p>Sharing and Partnership: The charter provided assurances and descriptions of work related to sharing resources and practice.</p>

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2.5 Board and Leadership Quality	Meets Expectations	The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. AND The board and school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable.	<p>Board & School Leader Continuous Improvement: The charter provided assurances of continuous improvement activities in the School-Prepared Annual Report.</p> <p>Board & School Leader Have Systems for Decision-making/Communication: The charter provided assurances of decision making and communication systems in the School-Prepared Annual Report.</p> <p>Board Holds School Leader Accountable: The charter provided assurances of holding school leader(s) accountable in the School-Prepared Annual Report.</p>
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Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	All criteria associated with Federal law and regulation are rated as "Meets." AND No more than one criterion not associated with state law and	All criteria of this indicator have been rated "Meets expectations."

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		regulation is rated as "Does Not Meet."	
<i>Student Rights</i> (3.1 - 3.5)	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Office for Civil Rights: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>IDEA: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>English Language Learners: No outstanding issues were identified as reviewed online by the Office of Student, Community and Academic Support.</p> <p>Title I (High Enrollment Low-Income): No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>Enrollment Procedures: The school used RI Lottery form, submitted charter applicant report and has policies in place for conducting fair and equitable school lottery.</p>
<i>Employee Management</i> (3.6 - 3.8)	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Educator Certification: A review of certification compliance identified no outstanding issues.</p> <p>HR Procedures: The charter provided assurances of documented employee rights in the employee handbook documents in their School-Prepared Annual Report.</p> <p>Educator Evaluation: A review of educator evaluation compliance identified no outstanding issues.</p>
<i>Health and Safety</i> (3.9-3.12)	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Facility Documentation & Assurances: The charter provided assurances of facilities inspections and documentation in their School-Prepared Annual Report.</p> <p>School Health Services: No outstanding issues were identified in a review of the Annual School Health Report.</p>

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			<p>Food Service: No outstanding issues were identified in a review of the National School Lunch Program and the RI Nutritional Requirements.</p> <p>Behavior & Safety Policies: The charter provided assurances of behavior and safety policies in their School-Prepared Annual Report.</p>
<i>Educational Program</i> (3.13-3.16)	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Educational Program: The charter provided assurances of compliance with state, regulation and charter related educational program requirements in their School-Prepared Annual Report.</p> <p>Curriculum Standards: The charter provided assurances that curriculum is aligned to state adopted standards in their School-Prepared Annual Report.</p> <p>Data Reporting: No outstanding issues were identified in educational program related reporting.</p> <p>School Day/Length Policy: The charter school provided assurances of these policies in their School-Prepared Annual Report.</p>
<i>School Leadership</i> (3.17-3.19)	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>Open Meetings and Ethics Policy: The charter provided assurances of these policies in their School-Prepared Annual Report.</p> <p>Board Bylaws: The charter provided assurances of these policies in their School-Prepared Annual Report.</p> <p>Conflict of Interest/Complaint Management: The charter provided assurances of these policies in their School-Prepared Annual Report.</p>
<i>Financial Management</i> (3.20 - 3.29)	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance	<p>Annual Budget Submission/ Revisions: The charter complied with budget submissions.</p> <p>Quarterly Financial Reporting: The charter complied with Quarterly financial reports.</p>



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		indicator.	<p>UCOA Reporting: The charter complied with required UCOA reports and AUP Audit.</p> <p>Annual Financial Audit: The charter's audit was unqualified/unmodified and did not identify any significant deficiencies or weaknesses.</p> <p>Single Audit: N/A</p>
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Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	1.A.1 is rated as "Meets" or "Exceeds" and 1.A.2 is rated as "Meets" or "Does Not Meet."	The School's star rating was 3-stars and the school did not set school specific academic goals in 2017-18.

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Not Rated		Academic Performance: School Comparison is only rated when a school receives a rating of "Approaches" or "Does Not Meet" for the Academic Performance: School Performance Annual Rating.

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations." Calculations are determined using the results of most recently available audited financial statements. For 2017-18, the ratings reflect the information in the FY17 audit for the organization.
<i>1.1 Current Ratio</i>	Meets Expectations	Current ratio is equal to or greater than 1.	Current ratio was 31.57
<i>1.2 Unrestricted Days of Cash</i>	Meets Expectations	School has 60 days or more of unrestricted cash on hand. OR School has between 30 and 60 days of cash and one-year trend is positive.	Unrestricted days of cash on hand was 168.99

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1.3 Debt to Asset Ratio	Meets Expectations	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.02
1.4 Total Margin & 3-Year Aggregate Total Margin	Meets Expectations	Aggregated three- year total margin is positive and the most recent year total margin is positive.	The most recent year's total margin was 0.11. The three-year aggregate margin was 0.0965.
1.5 Debt Service Coverage Ratio	Not Rated		The debt service coverage ratio is not rated. The charter did not have a principal or interest payment in FY17.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets."	All criteria of this indicator have been rated "Meets or Exceeds Expectations," with the exception of criterion 2.5.
2.1 Organizational School-Specific Goals	Exceeds Expectations	The school is outperforming in at least one goal and performing at target for all goals per the measures set for each goal.	<p>The school set five organizational goals beginning in the 2017-18 school year, based on 2016-17 benchmark data. The goals relate to extended learning and afternoon programming; school climate; family engagement; advisory program; and student mindfulness.</p> <p>The school set the following five-year goals with interim targets established for each year.</p> <p><u>Goal 1:</u> Over the next five years, 85% of students will participate in after-school programming. Additionally, the percentage of after-school</p>

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		<p>program students completing a culminating project or presentation will increase to 100%, by 2022.</p> <ul style="list-style-type: none"> • 2017-18: Met the target of 80% of students participating in an after-school program. <p><u>Goal 2:</u> Promote a positive school climate by decreasing negative student behaviors for all students by 5% annually over the next five Years.</p> <ul style="list-style-type: none"> • Exceeded the target of 5% decrease total negative student behaviors (detentions, office referrals and suspensions). Total infractions decreased by 23% compared to the previous year. <p><u>Goal 3:</u> To increase student achievement by increasing family involvement at Segue for all students over the next five years: 97% family participation hours completed, 97% participation in family conferences, 97% participation in orientation events, and 97% participation in high school orientation events.</p> <ul style="list-style-type: none"> • Met the 95% family participation targets for volunteer hours and high school orientation event. Met the 90% family participation target for orientation nights. Exceeded the 95% target of participation in family conferences by 2%. <p><u>Goal 4:</u> Increase satisfaction in Segue Advisory Program for all students annually over the next five years, by increasing ratings of 4 and 5 to 95% as measured by School Climate Survey.</p> <ul style="list-style-type: none"> • Met the target of 85% of satisfaction ratings with the advisory program were at 4 or 5 (high satisfaction). <p><u>Goal 5:</u></p>
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			<p>All sixth graders who have completed mindfulness curriculum will demonstrate a reduction in stress and increase in emotional regulation over the next five years: 60% of students will report a reduction of stress and 45% of students will report an increase in emotional regulation.</p> <ul style="list-style-type: none"> Exceeded the target of 40% of 6th grade students reporting a reduction in stress after completing the mindfulness curriculum. 56% of 6th graders reported a reduction in stress. Met the target of 35% of 6th grade students reporting an increase in emotional regulation after completing the mindfulness curriculum.
2.2 School Environment	Meets Expectations	<p>The school's attendance rate equal to or greater than the state's average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families. AND At least 80% of students in non-break grades* return to school the next year.</p>	<p>Student Attendance: The school's attendance rate was 96.70%, greater than the state middle school average of 93.88%</p> <p>Family engagement: There is evidence from document review and the renewal site visit that the school engages parents and families..</p> <p>Student Retention: More than 80% of students enrolled at the end of the previous school year were also enrolled at the beginning of the following year.</p>
2.3 Equity and Access	Meets Expectations	<p>There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND There is evidence that the school implements recruitment, lottery and retention policies</p>	<p>Attrition Data: The charter provided assurances of attrition data analysis in the School-Prepared Annual Report.</p> <p>Recruitment & Lottery: No outstanding issues were identified. The school provided lottery data; lottery monitoring was not conducted for this review cycle.</p> <p>Applicant Pool: The charter's applicant pool as submitted from the CSAR from the March 1, 2018 lottery shows applicants from Central Falls.</p>

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		and procedures that address all populations in their sending district. AND There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.	
2.4 Dissemination	Meets Expectations	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	Sharing Quality Best Practice: Document review and the renewal site visit shows that the school shares resources and best practice through hosting an annual conference focused on instructional practices, opening its professional development opportunities to other districts and piloting a tuning protocol to help support curriculum and differentiation for English Learners.
2.5 Board and Leadership Quality	Approaches Expectations	<p>One of the following is true: The board or school leader do not engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy.</p> <p>----</p> <p>The board or school leader does not have and implement clear and well-understood systems for decision-making and communication processes.</p> <p>----</p>	<p>Board & School Leader Continuous Improvement and Progress Monitoring: Through document review and the renewal site visit there was evidence of school level progress monitoring and continuous improvement related to student academic achievement and the charter's mission. There was little evidence the board engages in regular academic progress monitoring, or whether the school is meeting academic achievement goals.</p> <p>Board & School Leader Have Systems for Decision-making/Communication: There is evidence from document review and the renewal site visit that the board relies on a hierarchy to determine items that are brought to the board for decision-making. The Board relies on the Executive Director to stay informed weekly, and the ED and the school leadership team bring items for consideration to the co-chairs. The board utilizes four sub-committees in considering policy or programmatic changes.</p> <p>Board Holds School Leader Accountable: There is evidence from document review and the renewal site visit that the board is responsible for evaluating the ED who in turn is responsible for</p>

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		There is no evidence that the Board holds the school leader accountable	evaluating the school leadership team, including the principal.
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Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	Meets Expectations	All criteria associated with Federal law and regulation are rated as "Meets." AND No more than one criterion not associated with state law and regulation is rated as "Does Not Meet."	All criteria of this indicator have been rated "Meets expectations."
<i>Student Rights (3.1 - 3.5)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.1: Office for Civil Rights: No outstanding issues were identified. Per agency practice, a formal review was not conducted.</p> <p>3.2: IDEA: No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>3.3: English Language Learners: No outstanding issues were identified as reviewed online by the Office of Student, Community and Academic Support.</p> <p>3.4: Title I (High Enrollment Low-Income): No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.</p> <p>3.5: Enrollment Procedures: The school used RI Lottery form, submitted charter applicant report and has policies in place for conducting fair and equitable school lottery. The March 1, 2018 lottery was monitored.</p>

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<i>Employee Management (3.6 - 3.8)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.6: Educator Certification: A review of certification compliance identified no outstanding issues.</p> <p>3.7: HR Procedures: There is evidence from document review and the renewal site visit of established HR procedures and a board-approved employee handbook.</p> <p>3.8: Educator Evaluation: A review of educator evaluation compliance identified no outstanding issues.</p>
<i>Health and Safety (3.9-3.12)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.9: Facility Documentation & Assurances: The charter provided evidence of facilities inspections and documentation in their renewal document submissions.</p> <p>3.10: School Health Services: No outstanding issues were identified in a review of the Annual School Health Report.</p> <p>3.11: Food Service: No outstanding issues were identified in the National School Lunch Program and the RI Nutritional Requirements. Per agency practice a formal was not conducted.</p> <p>3.12: Behavior & Safety Policies: The charter provided evidence of behavior and safety policies in their renewal document submissions.</p>
<i>Educational Program (3.13-3.16)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.13: Educational Program: There is evidence from document review and the renewal site visit that the school is practicing the essential educational program components defined by its charter and following state and federal requirements.</p> <p>3.14: Curriculum Standards: The charter provided evidence that curriculum is aligned to state adopted standards in their renewal document submissions and on-site.</p> <p>3.15: Data Reporting: No outstanding issues were identified in education related reporting.</p> <p>3.16 School Day/Length Policy: There is evidence from document review and the renewal site visit that the school has adopted and implemented these policies.</p>

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<i>School Leadership (3.17-3.19)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.17: Open Meetings and Ethics Policy: There is evidence from school assurances, document review, and the renewal site visit that the board complied with posting agendas and minutes for public meetings, public record requests and the Code of Ethics.</p> <p>3.18: Board Bylaws: There is evidence from document review and the renewal site visit that the board maintains and implements its bylaws.</p> <p>3.19: Conflict of Interest/Complaint Management: There is evidence from document review and the renewal site visit that the board has established policies and procedures for addressing conflicts of interest and complaints.</p>
<i>Financial Management (3.20 - 3.28)</i>	Meets Expectations	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	<p>3.20: Annual Budget Submission/ Revisions: The charter complied with budget submissions.</p> <p>3.21: Quarterly Financial Reporting: The charter complied with Quarterly financial reports.</p> <p>3.22-3.23: UCOA Reporting: The charter complied with required UCOA reports and AUP Audit.</p> <p>3.24-3.27: Annual Financial Audit: The charter's audit was unqualified/unmodified and did not identify any significant deficiencies or weaknesses.</p> <p>3.28: Single Audit: N/A</p>